



Pre-ETS Job Exploration Counseling

Session	Length of session	Learning objectives addressed	Curriculum and materials	Activities Completed	Successful completion of objective assessment matrix
1:1	1 hour	The students understand what career exploration is and why it is important.	Videos: Job Exploration 17:56 min Career Exploration 6:37 min Career vs. Job 3:42 min Instructor: Will define career exploration and how it plays a vital role in deciding the appropriate career. Videos will add visual support in defining and understanding career exploration. Review of material will be conducted if needed.	Discussion of videos presented. Instructor will pose related questions to ensure the student's understanding of objective. Student responses will indicate student's level of understanding.	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met
1:2	1 hour	The students will explore their strengths and weakness.	Videos: Career based on interest 1:46 min Choosing a career using self evaluation 1:37 min What are my strengths & needs 5:32 min Identify Strength/needs 14:21 min Instructor: Will explain strengths and weaknesses and their roles in everyday life. Explanation of how they play a vital role in the career selected. Explain that weakness are acceptable, but how is it self accommodated?	Discussion of videos presented. Discussion of videos will indicate if the student understands the material presented, Instructor: Will pose related questions to ensure the student's understanding of objective.	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met

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1:3	1 hour	The students will discover what type of work they are interested in and what type of employment options are in those fields.	Instructor: Will assist the student in creating a list of strengths and weakness. Using the list created, the students will focus on what “I’m good at?” and “What do I enjoy doing?” How to self-accommodate weaknesses identified. Instructor will focus on self-accommodation of weaknesses and reassuring the student that weaknesses are acceptable. The importance piece is how to self-accommodate those traits.	Discussion of list created. Student will explain how strengths can make the student more marketable for the career selected. Discuss how to self-accommodate the weaknesses to get the job done. ex. Student tends to make appointments late because student did not wake up in time. Self-accommodation can be to set an alarm hours before the appointment.	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met
1:4	1 hour	The student understands what kind of education and training is needed to reach job goals.	Instructor: Will assist the student in creating a list of job types they are interested in. Focus will be placed on why these job types interest the student. Using that list, student will search the job types to identify who hires, how much it pays and if the student qualifies for that job type. Information gathered will be added to the list created.	Discussion of list created. Student will share why those job types interest the student.	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met
1:5	1 hour	The student understands what kind of education and training is needed to reach job goals.	Instructor: Will introduce job search vehicles. O*net or Googling vehicles (Indeed, Glassdoor, etc.) will be introduced. Student will view the information to better assist in making the best choice for the job type. Student will decide which method is best when job searching best fits the student. Instructor will direct the student where to look for information on the company website that will answer the questions of, how much does the job pay and if the student qualifies.	Discussion: How to search companies that hire for the selected job type. What are the options of employment in the selected field. (ex. Office clerical, what are the various types of office positions.)	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met

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1:6	1 hour	The students have resources and tips to help guide them in the next steps.	Videos: How to read a job description 6:21 min How to know if you qualify for the job 6:10 min Instructor: Will introduce the student to job descriptions. What is a job description and how will it assist in selecting the appropriate job type? This tool will help the students understand if they qualify for the job of interest. Job descriptions will shed light on what qualifications are needed (is additional education & training needed).	Discussion of how useful the job description is in making the best decision for job types. Discuss the information that the job description provides.	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met
1:7	1 hour	The students have resources and tips to help guide them in the next steps.	Instructor: Will ask student to Google/O*net a job type of interest and review the job description. Student will chart the information onto a sheet. Students should focus on “do I qualify”? What do I need to do to qualify?	Discussion of job descriptions identified. Student will discuss qualifications. If student does not qualify, what could be done to qualify?	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met
1:8	1 hour	The students have resources and tips to help guide them in the next steps.	Instructor: Will ask student to pull information sheet from the previous session. Student will be asked to focus on job types that require additional training/ education. Instructor will ask student to add institutions to the work sheet, whereby the necessary training/ education can be obtained.	Discussion of the various types of institutions that offer the type of training/education needed. Discuss what the enrollment requirements are to begin training/education.	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met

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1:9	1 hour	The students have resources and tips to help guide them in the next steps.	Instructor: Will assist the student in creating a detailed “cheat sheet” to use when job searching. Information for sheet will be pulled from job search sheets already created. Cheat sheet should include: 2-3 types of jobs of interest, Google/O*net who hires for those jobs, review of job description, do I qualify & how to become qualified.	Discussion will center around the value of the cheat sheet, why certain information is gathered.	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met
1:10	1 hour	The students have resources and tips to help guide them in the next steps.	Instructor: Will assist the student in entering the information gathered onto the cheat sheet.	Discussion of the completed cheat sheet. Student will be asked to explain the sheet and each column of information. Final question: “Will this tool be useful when selecting a job type?”	<input type="checkbox"/> Objective Met <input type="checkbox"/> Objective Not Met <input type="checkbox"/> Objective Partially Met